

LESSON PLAN

Student:	Lesson #75
Length: 45-60 minutes	Date:
Instructor:	Time:
Credits: This lesson was created by Shawna Audet from the Flying Cat Academy. The drills and the scope and sequence that it follows were created by the Dyslexia Training Institute. The picture comes from pixabay.com.	

Section 1: Sight Word Study Method and Review Drills

Sight Words – 5 minutes	Notes
Equipment: list of common sight words, instruction sheet, blank index cards, and marker Current sight words: New words added:	
Phonemic Awareness Drill – 3 minutes	
Equipment: differently coloured blocks of uniform shape Word List: rod, ro, rode, code, cobe, cube, tube, tub	
Visual Drill – 2 minutes	
Equipment: card pack of graphemes on which student is currently working written on index cards consonants: b,c,d,f,g,h,j,k,l,m,n,p,qu,r,s,t,v,w,x,y,z single grapheme vowels: a,e,i,o,u,y begin. consonant blends: bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, sc, sk, sm, sn, sp, st, sw, tw, scr, spl, str, squ ending consonant blends: ct, ft, lt, pt, nt, st, xt, lf, lk, lp, ld, mp, sk, sp exceptions to closed syllable rule: all, ang, ank, ing, ink, old, ild, ind consonant digraphs: ch, sh, ph, wh, th other: tch, ck, ci, co, cu, cy, cl, cr, ct, gl, gr, ga, ge, gi, go, gu, gy, mb, wr, kn, dge, gh, que (reminder - use blocking strategies and remove mastered sounds from pack)	Add to card pack after this lesson: ai, ay, ee, ey, ea, oa, oe, ow, ue
Auditory Drill – 2 minutes	
Equipment: Same pack of index cards that you used for the visual drill	

Section 2: New Content and Reading

Syllable Card Drill – 2 minutes	Notes
1. Put syllables on index cards. Place the cards in three columns with “Syllable #1” cards in first column and “Syllable #2” cards in the second column, and “Syllable #3” in third. Complete, the drill by asking the student to do the following things: a) read down all the columns b) read across each row (the words will be nonsense words)	

- c) move syllables to create real words (disruptive, calculate, attractive contemplate, productive)
- d) discuss words meanings and ask student to use words in sentences.

dis	cu	tive
cal	tract	late
at	rup	tive
con	duc	plate
pro	tem	tive

Review of Recent Rules and Concepts – 8 minutes

Topic: Pounding Syllables

Equipment: hands

Word List: cal, calculate, rup, disruptive, regulate

Instructions: Orally practice identifying syllables in words by having student tap arm and extend a finger for each new syllable heard.

Topic: Syllabication

Equipment: letter tiles, syllabication worksheet

1. Ask student to work through the syllable division worksheet, giving guidance as needed.

Words: recalculate (re-ca-cu-late), instructive (in-struc-tive), ructive (rup-tive)

Topic: adding suffix endings to closed, opening, and vce syllable types

Materials: magnetic letter tiles

1. Ask student to take out rule card that contains the following information:
If a vce base ends with a silent e and the suffix starts with a vowel = drop the e on the root word
2. Place down letter tiles that spelling the word *tape*. Ask the student to state the syllable type (vce) and to add the suffix 'ing' to the word (*taping*).
3. Change the suffix to 'less.' Ask the student to note if 'less' begins with a vowel. Tell the student that "drop the 'e' and add the suffix rule states that the suffix must begin with a vowel. For this reason, we just keep the 'e' and slam the ending on (*tapeless*).
4. Have student work through the worksheet provided

New Content/New Rule – 8 minutes

Topic: Introduction to the vowel team (also called vowel digraph) syllable type

Materials: magnetic letter tiles,

1. Explicitly introduce digraph rule card:
when vowels are together (side-by-side), the first vowel is long and the second vowel is silent
"When 2 vowels go walking the first 1 does the talking."
Discuss with student that this is not true for all vowel combinations, but it is true for the ones that we will be studying during the digraph vowel syllable section.
2. Read and model each step to show the difference between a closed, open, vowel-consonant-e, and vowel digraph syllable using letter cards

- example word: *pan*. Show that the ‘a’ cannot “run away” as it is being closed in by the ‘n.’
- Remove the ‘n.’ Discuss how ‘a’ is now free to shout its name. (open syllable)
- There are other ways that the vowel can say its name if it is not a closed syllable.
- Put the ‘n’ back so that the word spells *pan*. Add and ‘e’ to the end of *pan*.
- Remind the student of the story that ‘e’ has no time to talk to us. He has work to do. His job is to remind vowels that when he is at the end of the word, they can say their name. In a voice so small that only the ‘a’ can hear, ‘e’ says, “Say your name!” Ask student to read the word, *pane* (vowel-consonant-e).
- Tell student that today we’ll look at how, when two vowels stand side-by-side, the first one says its name and the other stays silent. Imagine the second vowel nudging the first vowel so that it will remember to say its name.

3. Practice proving the rule card together using letter cards for the following:

ta-tal-tale-tail pa-pay ne-net-nete-neat ke-key be-bet-bele-bee-bean bo-bot-bote-boat tot, tote, toe blo-blot-blow clue	Student will verbalize the difference between open, closed, and consonant-vowel-e syllables. Expose student to all vowel digraph types
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4. Blending Drills: pan, gan, gain, rain, brain train a, ay, day, way, say, stay

5. After the blending drill is completed, put down tiles to spell *rain* and *say*. Ask student where the ‘ai’ is found in each base – answer = medial position

Ask student where the ‘ay’ is found in each base – answer = final position

Example: train vs. stay

6. Yes/no sort for syllable types:

Closed	Open	VCE	Vowel Digraphs
got, bet	go, be	go, be	goat, road
pan	so	pane	pain
dis	ro	wise	may
bag	ba	bale	queen
ness	fla	flame	heat

Questions to ask student about vowel digraph syllables during sort

- How many vowels are in the syllable?
- Are the vowels right next to one another?
- What sound does the team make?
- What type of syllable is this?

Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes

Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order
 Words: pane, pain, pay, main, may

Word List – Oral Reading of Isolated Words – 2 minutes	
Word list: pane, pain, pay, mane, main, may, whale, wail, way, male, mail, may, sale, sail, say, pale, pail, pay	
Sentences – Oral Reading of Connected Text – 2 minutes	
“The Whale” story	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: ale, ail, pale, pail, pay, made, maid, may	
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: grain, gray, plane, plain, play, train, tray	
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. Use CHOPS to check work: I can stay and play all day. The pale male whale got ale on sale. Will you sail or take the train to get to the big event?	
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts. <ul style="list-style-type: none"> - Adding suffixes to closed, open and vce syllables - Definition of vowel teams (also called vowel digraphs) <u>Homework:</u> Practice sight words (reading and writing)	

dis	cu	tive
cal	tract	late
at	rup	tive
con	duc	plate
pro	tem	tive

Scooping Syllables Worksheet

Closed Syllable	C
Open Syllable	O
Schwa	ə
Vowel, Consonant, Silent E	VCE

recalculate

instructive

ruptive

Scooping Syllables Worksheet

rē cāl cū lātē^x

o c o vce

in strūc tīvē^x

c c vce

rūp tīvē^x

c vce

Adding Endings to Closed, Open, and VCE syllables

Write a base word	What type of syllable is the base?	Choose a suffix (an ending) ed, ing, ish, est, less, ment	Write the full word

run, go, make, strive, gap, gape, jump,
be, swim, home, cry

nonsense words: yed, vo, pime

VOWEL TEAM SYLLABLE

Definition When a syllable has 2 vowels together (side by side), then the first vowel is long and the second vowel is silent

"When 2 vowels go walking, the first one does the talking."



aim

vvc

see

cvv

boat

cvvc

pie

cvv

hue

cvv

Long Vowel
and
Silent Vowel



Closed <i>got, bet</i>	Open <i>go, be</i>	VCE <i>bike, rode</i>	Vowel Digraphs <i>goat, road</i>
pan	so	pane	pain
dis	ro	wise	may
bag	ba	bale	queen
ness	fla	flame	heat

pane		male
pain		mail
pay		may
mane		sale
main		sail
may		say
whale		pale
wail		pail
way		pay

The Whale

The pale male whale got ale on sale.

It is not a good idea to give strong drink to a whale.

The whale drank all the ale in one big gulp.

The whale said, "I feel a bit funny."

He zigged and zagged as he swam away.

By mistake, he slammed into the side of a ship and broke its sail.

"My bad," the whale apologized. "I did not mean to do that."

The whale twisted to get his tail out of the sail.

By mistake, he hit the ship again.

The humans on the ship began to wail.

"That crazy whale is trying to kill us!" a man cried.

"No, I am not," protested the whale, "but I have to admit that it may not be a good idea to sell ale to whales."

Instructions

Do not show this picture until AFTER the student reads the story. If you show it before, you are teaching the student to guess at words based on the picture. We want to teach the student to use decoding skills.



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I can stay and play all day.

The pale male whale got ale on sale.

Will you sail or take the train to get to the big event?